

# Texas Education Agency Standard Application System (SAS)

<b>2017–2018 Perkins Reserve Grant</b>		
<b>Program authority:</b>	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	November 13, 2017, to August 31, 2018	
<b>Application deadline:</b>	5:00 p.m. Central Time, September 26, 2017	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Diane Salazar: <a href="mailto:diane.salazar@tea.texas.gov">diane.salazar@tea.texas.gov</a> ; (512) 936-6060	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #		Amendment #
O'Donnell ISD	153903		
Vendor ID #	ESC Region #		
	17		
Mailing address		City	State      ZIP Code
400 Small Street PO Box 487		O'Donnell	TX      79351
<b>Primary Contact</b>			
First name	M.I.	Last name	Title
Catherine	Y	Palmer	Superintendent
Telephone #	Email address		FAX #
806-428-3241	<a href="mailto:cpalmer@esc17.net">cpalmer@esc17.net</a>		806-428-3395
<b>Secondary Contact</b>			
First name	M.I.	Last name	Title
Melissa		Clark	Business Manager
Telephone #	Email address		FAX #
806-428-3241	<a href="mailto:mclark@esc17.net">mclark@esc17.net</a>		806-428-3395

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Catherine	Y	Palmer	Superintendent
Telephone #	Email address		FAX #
806-428-3241	<a href="mailto:cpalmer@esc17.net">cpalmer@esc17.net</a>		806-428-3395

Signature (blue ink preferred)

Date signed

Only the legally responsible party may sign this application.

701-17-103-024

**Schedule #1—General Information**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		
<b>Part 2: Acceptance and Compliance</b>		

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 213913

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

X Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☐ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

O'Donnell ISD is applying for the Perkins Reserve Grant under Focus Area 1. O'Donnell is categorized as a rural school and has a high low socio economic population – 82%. Using grant funds, the district will expand the AP, dual credit and CTE offerings. O'Donnell has a partnership with South Plains College and the college has committed in helping expand offerings. The courses that we will use the grant funds to expand are teaching/child development – a program designed to develop teachers which is categorized as a high need career field.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

1. Presently O'Donnell offers Dual Credit classes and the funds will be used to expand the program. We will create a new program or cross walk offering, Child Development. The credit hours earned will be an entry level requirement for Head Start programs. Students will take 3 dual credit courses over two years and then complete a practicum that will prepare them for certification as a Child Care provider/Assistant. This program has already been developed and implemented by South Plains College and O'Donnell will use this program design. The 3 Dual Credit courses related to the program are CDEC 1317, CDEC 2322 and CDEC 2324 (Child Development Associate Training I, II and III). This will apply toward the CDA Training Certificate through the National Council for Professional Recognition. The courses can also be used as electives for CDEC AAAS degree and CDEC Certificates at South Plains College.
2. We will be adding a 2 AP Courses – Language and Literature at the 11<sup>th</sup> and 12<sup>th</sup> grade.
3. We will be offering CTE courses using Odysseyware in SOAR our accelerated program which allows students to graduate early. The new program will allow students in the accelerated program to earn a business and industry endorsement by taking a course sequence through the agriculture program.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 213903				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$20,000	\$1000.00	\$21,000	\$4,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$0.00	\$5,000	\$1000
Schedule #9	Supplies and Materials (6300)	6300	\$2,000	\$0.00	\$2,000	\$400
Schedule #10	Other Operating Costs (6400)	6400	\$100	\$0.00	\$100	\$20
Schedule #11	Capital Outlay (6600)	6600	\$10,000	\$0.00	\$10,000	\$2,000
Grand total of budgeted costs (add all entries in each column):			<b>\$37,100</b>	<b>\$1,000</b>	<b>\$38,100</b>	<b>\$7,420</b>
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:					\$43,500	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$2,175	

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<b>Schedule #7—Payroll Costs (6100)</b>					
County-district number or vendor ID: 213903			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
<b>Academic/Instructional</b>					
1					
2	Educational aide		0.00	\$	\$0.00
3	Tutor			\$	\$
<b>Program Management and Administration</b>					
4	Project director			\$	\$
5	Project coordinator		1	\$3,000	\$600
6	Teacher facilitator		2	\$12,000	\$2,400
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper		1	\$2,000	\$400
11	Evaluator/evaluation specialist			\$	\$
<b>Auxiliary</b>					
12	Counselor		1	\$3,000	\$600
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>					
15					
16					
17					
18					
19					
20					
<b>Other Employee Positions</b>					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$20,000	\$4,000
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$20,000	\$4,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:	\$	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$
<b>Professional and Contracted Services</b>			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Dual Credit Tuition	\$5,000	1,000
2		\$0.00	\$0.00
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$5,000	\$1,000
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$	\$
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$5,000</b>	<b>\$1,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>			
County-District Number or Vendor ID: 213903		Amendment number (for amendments only):	
<b>Supplies and Materials Requiring Specific Approval</b>			
		<b>Grant Amount Budgeted</b>	<b>Match</b>
6300	Total supplies and materials that do not require specific approval:	\$2,000	\$400
<b>Grand total:</b>		<b>\$2,000</b>	<b>\$400</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>			
County-District Number or Vendor ID: 213903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$100	\$0.00
<b>Grand total:</b>		<b>\$100</b>	<b>\$20.00</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #11—Capital Outlay (6600)</b>					
County-District Number or Vendor ID: 213903			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
<b>6669—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$	\$
<b>66XX—Computing Devices, capitalized</b>					
2	Computers	10	\$1000	\$10,000	\$2,000
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
<b>66XX—Software, capitalized</b>					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>					
29				\$	\$
<b>Grand total:</b>				<b>\$10,000</b>	<b>2,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	56	80%	
Limited English proficient (LEP)	3	.03%	
Attendance rate	NA	96.6%	
Annual dropout rate (Gr 9-12)	NA	0.0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	7	21%	
6-10 Years Exp.	5	15%	
11-20 Years Exp.	7	21%	
20+ Years Exp.	14	43%	
No degree		%	
Bachelor's Degree		%	
Master's Degree		%	
Doctorate		%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										26	20	17	24	87

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										2	2	3	3	3

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The funds from this grant will be used to support students in grades 9 – 12 by offering more opportunities to take AP, Dual Credit and CTE preparing them for the workforce and higher education. Each year, our district disgregates data to identify needs that must be addressed to support student learning. This information is contained in the District Improvement Plan and used to be a driver of program designs. O'Donnell ISD has a high population of low socio economic students who struggle to pay for college and have a difficult time understanding the possibility of college because no one in their family has gone beyond high school and sometimes even middle school. These funds will be used to allow students that need to graduate early to earn CTE training and endorsement in Business and Industry. Workforce training is of great interest to the student's at O'Donnell as they have detailed on the end of the year survey's. In these survey's that indicate what they are most interested in doing/learning. This is also part of the comprehensive needs assessment. Parents and businesses are also asked to submit surveys so that a clear understanding of all parts of our community is heard. After we have analyzed testing data, survey data from students and parents, and stakeholder input at meetings, we create the list of priorities. These priorities are then presented to the School Board and the Board creates their goals for the district. Every program and change can be tied back to one of the goals established by the Board. The progress is monitored in the District Plan throughout the year.

The three key areas that were identified that will be implemented by this grant are:

1. AP Courses allowing students to earn college credit while in high school
2. Dual Credit courses earning students CDA certification through South Plains College
3. CTE Endorsement and certification in the accelerated program

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Creating a smooth pathway to higher education	Offering Dual Credit Courses during the school day on the OISD campus with South Plains College
2.	Creating Programs of Rigor that extend learning beyond high school	Creating 2 AP Courses and paying for the students tests
3.	Creating a pathway for students to be prepared for the workforce upon graduating from high school in the accelerated program.	Offer CTE courses that sustain interest and challenge students
4.	Allow students that would not otherwise have the opportunity because of financial constraints take higher education courses and earn college credit	Monies will be paid to South Plains College to defray total cost of tuition.
5.		

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

<b>Schedule #14—Management Plan</b>					
County-district number or vendor ID: 213903				Amendment # (for amendments only):	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Counselor	The counselor has a Masters degree and Counselor Certification			
2.	Teacher Facilitators	The facilitators have a bachelor's degree and have a TEA Certification.			
3.	Dual Credit Facilitators	Facilitators at South Plains College help with enrollment and are highed by the college			
4.					
5.					
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Create Dual Credit – CDA Program	1.	Approval with South Plains	09/20/2017	09/30/2017
		2.	Publish offerings	11/15/2017	12/01/2017
		3.	Enroll Students	12/01/2017	12/15/2017
		4.	Begin Classes with Computers	01/05/2017	05/18/2017
		5.	Evaluation	06/01/2017	07/01/2017
2.	Create CTE in Acceleration setting	1.	Create Classroom Setting with Computers	10/10/2017	10/30/2017
		2.	Enroll students in crosswalk classes	12/01/2017	12/15/2017
		3.	Begin Classes	01/05/2017	05/18/2017
		4.	Evaluation	06/01/2017	07/01/2017
		5.		XX/XX/XXXX	XX/XX/XXXX
3.	Create AP Class in Language and Literature	1.	Create and Submit Syllabus to College Board	09/10/2017	10/10/2017
		2.	Enroll Students	12/01/2017	12/15/2017
		3.	Testing	05/01/2017	05/18/2017
		4.	Evaluation	06/01/2017	07/01/2017
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
<b>Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.</b>					

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

4 times annually a committee comes together to analyze progress towards goals...Adjustments are made in the District Improvement plan based upon these analysis. Once any changes are made, the superintendent and counselor inform the staff it impacts and work collectively to ensure that that the changes are seamless. The District Improvement plan is evaluated not only by the staff 4 times annually but the community 2 times annually. These changes are then brought to the School Board for approval. The community has input both through survey and in meetings held in the fall and spring semester.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At O'Donnell we have dual credit offered, these monies will be used to expand these offerings. Because this is in place, the additions should be easy to incorporate and sustain. Also, the Dual Credit courses that will be tied to the Child Development, are also part of a program South Plains has used at other schools so it is already set up. It will be easy to create and sustain. The AP Course, once created and implemented through the College Board will be offered each year to 11<sup>th</sup> and 12<sup>th</sup> grade students.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Surveys for teachers, students, parents and community members	1.	Surveys posted on web – accessed anytime
		2.	Evaluated in June and presented at Stakeholder meeting
		3.	
2.	Stakeholder meetings – 2 times annually	1.	Stakeholder's input will be taken and used in the comprehensive evaluation
		2.	
		3.	
3.	District evaluation of plan by committee – 4 times annually	1.	District committee will evaluate 4 times throughout year and information used in comprehensive evaluation in July
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

OISD will collect data both quantitatively and qualitatively. The quantitative data will include student test results, grades at end of semester, completion numbers and survey data. The qualitative data will include stakeholder input on surveys, in bi – annual meetings, committee meetings 4 times annually. All of the information gathered will be evaluated in July when completing the District Improvement plan. The number of students served and testing data will be gathered in PEIMS and in testing results from South Plains College and the College Board. All information will be reported after analysis in the Stakeholder meetings and results will be published in the State of the School published each year by the district.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

On the list provided in the Grant Application it lists elementary school teachers as #5 with a projected openings of 4815. The grant funds will be used to create foundational teachers through the Child Development program through South Plains. Also the funds will allow these same students to earn college credit so that when they enroll in the college full time they will be able to attain the bachelor's degree needed to teach more quickly and will less expense. Many of our students do not have the funds to attend college for four years, this grant will defray some of the costs for them so their attendance/enrollment in college is more likely. Also, the AP courses do the same, allowing students to save monies by earning credit while in high school. Finally, the school is the primary employer in our area. The program will allow the students to intern at the school – basically, the program allows for a "grow your own" concept in preparing future teachers.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The program we will be implementing will require the following courses which have already been approved by South Plains College:

Child Development CDEC 1321

Child Guidance CDEC 1319

Instructional Practices in Educaiton & Training Educating Young Children CDEC 1311 and Families, School & the Community CDEC 1303

Practicum in Educaiton and Training CDEC 1167 Practicum – Child Care Provider/Assistant

During the Practicum the students will work with teachers at OISD.

Teaching is a high demand job in our area – ranking number 5 from the list of the local regional workforce board.

The classes will be taught by South Plains College so students will receive Dual Credit from that Institution.

CTE courses to earn a Business and Industry endorsement and certification will allow students in the accelerated program to have a more well rounded education that will prepare them for their future.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Crosswalk is detailed below. These courses will be dual credit.

**Child Development**

- ☐ **Child Development**  
CDEC 1321: The Infant & Toddler
- ☐ **Child Guidance**  
CDEC 1319: Child Guidance
- ☐ **Instructional Practices in Education & Training**  
CDEC 1311: Educating Young Children  
CDEC 1303: Families, School & the Community
- ☐ **Practicum in Education and Training**  
CDEC1167: Practicum-Child Care Provider/Assistant

This series of classes prepares students for the national credential, after they apply, pay the fee and are assessed by the National Council for Professional Development. The CDA credential is an entry level requirement for Head Start Programs as well.

The students would easily transition to a bachelors degree in education using this crosswalk.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 4:** Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

South Plains College will be providing the classes to our students. We already have a partnership with them and they have agreed to expand the offerings.

**TEA Program Requirement 5:** Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Four County Shared Services will provide support for our students during the experience. Since this program will be preparing future teachers, the school will be assisting as well. Teachers in the school will be allowing students to assist them in the classrooms.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 6:** Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

This is a long – term plan and the grant funds will be providing the start up for the plan. The program will be offered to students each year. It will be sustained through local funding after the grant funding is no longer available.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 7:** List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

Allied Health Crosswalk  
CDA Training Certificate  
Child Development  
South Plains College

CTE Endorsement – Business and Industry with certification

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 213903

Amendment # (for amendments only):

**TEA Program Requirement 8:** Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Applicants applying for Focus Area 4 must address this question.**

At present we offer Welding certificates and articulated credit in business. This will expand these programs to those students are are accelerating. They will be offered CTE credit and endorsements while attending the accelerated programming. Also, the new program, Child Development, will allow students to have another option which is directly related to workforce needs and makes it finaiically viable for them to attain.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	X	X	X

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate			
A02	Provide staff development on eliminating gender bias			
A03	Ensure strategies and materials used with students do not promote gender bias		X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender			
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	Na	Na	Na

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language			
B02	Provide interpreter/translator at program activities	X	X	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.			
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds			
B05	Develop/maintain community involvement/participation in program activities			
B06	Provide staff development on effective teaching strategies for diverse populations			
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity			
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider			
B09	Provide parenting training			
B10	Provide a parent/family center			
B11	Involve parents from a variety of backgrounds in decision making			X

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school			
B13	Provide child care for parents participating in school activities			
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities			
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program			
B16	Offer computer literacy courses for parents and other program beneficiaries			
B17	Conduct an outreach program for traditionally "hard to reach" parents			
B18	Coordinate with community centers/programs			
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color			
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints			
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention			
C02	Provide counseling			
C03	Conduct home visits by staff			
C04	Provide flexibility in scheduling activities	X	X	X
C05	Recruit volunteers to assist in promoting gang-free communities			
C06	Provide mentor program			
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities			
C09	Conduct parent/teacher conferences			
C10	Strengthen school/parent compacts			
C11	Establish collaborations with law enforcement agencies			
C12	Provide conflict resolution/peer mediation strategies/programs			
C13	Seek collaboration/assistance from business, industry, or institutions of higher education			
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	X	X	X
C99	Other (specify)	Na	NA	NA

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention			
D02	Provide counseling			
D03	Conduct home visits by staff			
D04	Recruit volunteers to assist in promoting drug-free schools and communities			
D05	Provide mentor program			
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities			
D07	Provide community service programs/activities			
D08	Provide comprehensive health education programs			
D09	Conduct parent/teacher conferences	X	X	X
D10	Establish school/parent compacts			
D11	Develop/maintain community collaborations			
D12	Provide conflict resolution/peer mediation strategies/programs			
D13	Seek collaboration/assistance from business, industry, or institutions of higher education			
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues			
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	X	X
E02	Provide program materials/information in Braille			

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type			
E04	Provide program materials/information in digital/audio formats	X		
E05	Provide staff development on effective teaching strategies for visual impairment			
E06	Provide training for parents			
E07	Format materials/information published on the internet for ADA accessibility	X	X	X
E99	Other (specify)	NA	NA	NA

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	X	X
F02	Provide interpreters at program activities			
F03	Provide captioned video material			
F04	Provide program materials and information in visual format			
F05	Use communication technology, such as TDD/relay			
F06	Provide staff development on effective teaching strategies for hearing impairment			
F07	Provide training for parents			
F99	Other (specify)	NA	NA	NA

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs			
G03	Provide staff development in identification practices and effective teaching strategies			
G04	Provide training for parents in early identification and intervention			
G99	Other (specify)	NA	NA	NA

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	X	X
H02	Provide staff development on effective teaching strategies			
H03	Provide training for parents			
H99	Other (specify)	NA	NA	NA

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints			
J02	Ensure all physical structures are accessible	X	X	X
J99	Other (specify)	NA	NA	NA

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	X	
K02	Develop and implement a truancy intervention plan	X	X	X
K03	Conduct home visits by staff			
K04	Recruit volunteers to assist in promoting school attendance			
K05	Provide mentor program	X		
K06	Provide before/after school recreational or educational activities			
K07	Conduct parent/teacher conferences	X	X	X
K08	Strengthen school/parent compacts			
K09	Develop/maintain community collaborations			
K10	Coordinate with health and social services agencies			
K11	Coordinate with the juvenile justice system			
K12	Seek collaboration/assistance from business, industry, or institutions of higher education			
K99	Other (specify)	NA	NA	NA

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>		
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>		
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	X	X
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents			
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	X	X
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	X	X
M09	Involve parents from a variety of backgrounds in school decision making	X	X	X
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 213903

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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